

The Association of History Teachers of the Middle States and Maryland

*Proceedings of the Meetings held in Nineteen
Hundred Seventeen at Philadelphia, Pough-
keepsie and Philadelphia*

NUMBER 15

PRICE ONE DOLLAR

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AID THE ASSOCIATION TO BECOME MORE USEFUL

ANY ONE INTERESTED IN THE STUDY OF HISTORY AND CIVICS MAY
BECOME A MEMBER

IF EACH MEMBER WILL DO HIS PART we can easily double our membership in a year.

OUR USEFULNESS WILL THEN BE DOUBLED and our work will be made more definitely effective, and the cause of sound education advanced.

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* The paper by Professor Johnson (which was read at a Joint Session with the American Historical Association), together with a full report of the discussion, has appeared in the *History Teachers Magazine* for February, 1918.

SUMMARY OF THE MEETINGS

THE FIFTEENTH ANNUAL SPRING MEETING AT PHILADELPHIA AS THE
GUESTS OF GIRARD COLLEGE, MAY 4-5, 1917.

FRIDAY AFTERNOON, MAY 4, 1917, at 5 o'clock

Meeting of the Council of the Association at the Aldine Hotel.

FRIDAY EVENING at 6 o'clock

A subscription Dinner at the Aldine Hotel.

FRIDAY EVENING at 8 o'clock

The Ball Room, the Aldine Hotel.

Address of Welcome: WILLIAM D. LEWIS, PH.D., Principal of William Penn High School for Girls.

Response: MISS JESSIE C. EVANS, William Penn High School for Girls, Philadelphia, President of the Association.

Topic: How far should the teaching of History and Civics be used as a means of encouraging patriotism?

Addresses: DR. HERMAN V. AMES, Dean of the Graduate School, University of Pennsylvania.

DR. WILLIAM STARR MYERS, Professor of History and Politics, Princeton University.

Discussion: MR. AVERY W. SKINNER, Specialist in History, New York State Department of Education.

MISS LOUISE H. HAESELER, Head of the History Department, High School for Girls, Philadelphia.

MR. STANLEY R. YARNALL, Principal of the Germantown Friends' School.

General Discussion.

FRIDAY EVENING at 10 o'clock

The Aldine Hotel

Annual Business Meeting of the Association.

Reports of Committees.

Election of Officers.

SATURDAY MORNING, MAY 5, 1917, at 10 o'clock

Girard College

Topic: Should the curriculum in History for vocational students differ from that for academic students? If so, how?

Addresses: DR. A. S. BEATMAN, Head of the History Department, Julia Richman High School, New York City.

DR. J. MONTGOMERY GAMBRILL, Teachers College, Columbia University.

DR. GUY EDWARD SNIDER, College of the City of New York.

Discussion: DR. HERBERT J. TILY, Manager, Strawbridge & Clothier, Philadelphia, President of the National Association of Corporation Schools.

MRS. MARY E. EASTWOOD, Teacher of Salesmanship, William Penn High School, Philadelphia.

General Discussion.

SATURDAY NOON

Luncheon tendered to speakers and members of the Association by Girard College.

Local Committee:

JESSIE C. EVANS,
William Penn High School for Girls.

J. LYNN BARNARD,
School of Pedagogy.

GEORGE N. HAASZ,
President of the History Club of the
Higher Schools of Philadelphia.

MARGARET R. KOLLOCK,
West Philadelphia High School for Girls.

ALBERT E. MCKINLEY,
University of Pennsylvania.

D. MONTFORT MELCHIOR,
Girard College.

JOINT MEETING WITH THE ASSOCIATION OF COLLEGES AND PREPARATORY SCHOOLS OF THE MIDDLE STATES AND MARYLAND, AND OTHER ASSOCIATIONS, AS GUESTS OF VASSAR COLLEGE, POUGHKEEPSIE, NEW YORK, NOVEMBER 30, AND DECEMBER 1, 1917.

SATURDAY MORNING, DECEMBER 1, 1917, at 9 o'clock

Meeting of the Executive Council.

SATURDAY MORNING at 10 o'clock

PRESIDENT MARSHALL S. BROWN presiding.

Topic: What Can the Teacher of History Do Now?

Addresses: JOHN H. FINLEY, President of the University of the State of New York.

DANIEL C. KNOWLTON, Central High School, Newark, New Jersey.

HORACE W. HOAGLAND, West Philadelphia High School for Boys.

WILLIAM B. GUTHRIE, College of the City of New York.

Discussion opened by MISS LUCY E. TEXTOR, Vassar College.

SATURDAY NOON

Subscription Luncheon.

Local Committee:

LUCY M. SALMON, Chairman
IDA CARLETON THALLON

ELOISE ELLERY
VIOLET BARBOUR

JOINT MEETING WITH THE AMERICAN HISTORICAL ASSOCIATION, PHILADELPHIA, PA., DECEMBER 29, 1917.

SATURDAY MORNING, DECEMBER 29, 1917, at 10 o'clock

Clover Room, Bellevue-Stratford

PRESIDENT MARSHALL S. BROWN presiding.

Topic: The School Course in History: Some Precedents and a Possible Next Step.

Address: HENRY JOHNSON, Teachers College, Columbia University.

Discussion: HERBERT D. FOSTER, Dartmouth College.

LIDA LEE TALL, Baltimore, Md.

ARTHUR M. WOLFSON, DeWitt Clinton High School, New York City.

HENRY C. BOURNE, Western Reserve University.

OSCAR H. WILLIAMS, Indiana State Department of Education.

R. M. TRYON, University of Chicago.

HOW FAR SHOULD THE TEACHING OF HISTORY AND CIVICS BE USED AS A MEANS OF ENCOURAGING PATRIOTISM?

DR. HERMAN V. AMES

DEAN OF THE GRADUATE SCHOOL, UNIVERSITY OF PENNSYLVANIA

What is patriotism? Love of country promptly comes the answer. But let us first of all note that love of country is a quality, virtue or passion which is common to all civilized peoples. Even the savage loves his haunts and will fight to defend them and his family. I witnessed a manifestation of patriotism in Germany at the opening of the present war that was at once both impressive and moving. It was a manifestation of loyalty and devotion to the Fatherland, that challenged the attention and the admiration of even those of us who were foreigners. While then patriotism is a quality that is common to all peoples, we must recognize that patriotism, if sincere and true, is exclusive; it knows no divided allegiance. It is a passion that leads to a desire to serve one's country. It manifests itself in various ways. It is a mistaken view that narrows patriotic service exclusively to the military and naval arms of the country. Civic services are frequently just as necessary and patriotic as military, and fortunately it is being recognized today, so that service in the shop, on the farm, in the mine and in other walks of life may be equally patriotic as that of a military character.

The need of a broad and comprehensive conception of patriotism is apparent. Webster's definition recognizes this, for he defines it as "Love and devotion to one's country, the spirit that, originating in love of country, prompts to obedience to its laws, to the support and defense of its existence, rights and institutions, and to the promotion of its welfare."

Lecky truly says, "All civic virtues, all the heroism and self sacrifice of patriotism spring ultimately from the habit men acquire of regarding their country as a great organic whole, identifying themselves with its fortunes in the past, as in the present and looking forward anxiously to its future destinies."

It is clear, therefore, that the source and mainspring of patriotism lies in cultivating the sentiment and feeling of nationality. Hence to the end that an enlightened patriotism shall be widespread, it is necessary that the people generally and in particular the youth of the land should be so taught that they should

acquire both a sense of the unity of the country and a feeling of pride and admiration for its traditions, ideals and achievements. One must be proud of his country's history and devoted to its ideals and institutions, if he is loyally to respond when called upon to maintain and defend them.

The danger of fostering an exaggerated and unwholesome idea of nationalism must be recognized and guarded against. Germany, for example, has been developing for over forty years an extremely narrow, intolerant and militaristic form of patriotism, one of its fundamental tenets being that it was its right and duty "to extend by force if necessary, its particular brand of civilization to alien and therefore inferior peoples." Professor Morse Stephens, in his Presidential address before the American Historical Association in 1914,¹ from which these words are quoted, pointed out the fact that the great fundamental doctrine that characterizes the nineteenth century and its historical writings and teachings has been the belief in nationality and that so fervently was this belief held and promulgated that it has led to enmity between nations; that the historians and teachers of the nineteenth century had "their share in creating and maintaining the national fanaticism of the present," and that they "must bear their share of the responsibility of setting the nations of the world against each other." "National patriotism," he continues, "became the national creed. It filtered through the entire educational system of modern states. * * * However excellent patriotism may be in itself, it has had some startling effects when based upon nationalist histories. * * * Belief in the brotherhood of man has had no chance." Certainly a narrow, prejudiced, anti-foreign or sectional presentation of history should be avoided.

Great as has been the change in our history text books, there is still room for improvement. "The spread eagle" histories of the United States of the last generation, with their "brag and bluster," have largely been supplanted. No longer, I trust, are the American youths taught that an American army can give the enemy every advantage of training, equipment and strategy and still defeat him with ease. But some there are who are still living in the spirit of another age, who think that the day of "the minute men" has not passed, and that an adequate and efficient force of fighting men can be raised over night, as in the Revolution. An honest presentation of our military history is much to be

¹ American Historical Review, XXI, 225-236 in passim.

desired. We want text books that are not afraid to face the actual facts and tell the truth; that shall cease to gloss over defeats or defects in our military campaign, as for example the failure of the militia in the War of 1812 and the inadequacy of the volunteer system in all our wars. Some texts have aided in the perpetuation of old errors and in fostering a feeling of false security in an inefficient and antiquated system. Fortunately, the influence of General Wood, General F. L. Huidekoper, author of "The Military Unpreparedness of the United States," and others have made itself felt in the recent legislation at Washington for the selective draft.

We also want text books that shall be free from foreign or sectional prejudice. Professor Morse Stephens, in the address from which I have quoted already, states that "Americans are taught from childhood to hate Britishers by the study of American history and not only the descendants of the men who made the Revolution, but every newly arrived immigrant child imbibes the hatred of Great Britain of today from the patriotic ceremonies of the public schools." An alumnus in a recent number of the University of Pennsylvania Alumni Register,¹ declares that "It is most unfortunate that our first glimpse of patriotism as little children is through the pages of absurd school histories. Nor is the misfortune diminished by the failure of the average teacher to interpret an unintelligent flag worship into an inspiration of vital moral significance. So our early environment creates for us an imaginary world of bloodthirsty enemies and in our souls an antipathy to foreigners, which leads us to apply to them such appellations as "dagoes," "sheenies," "chinks," or the infinity of contempt involved in "Dutch."

The fault is not alone with the text book, the teacher of history too frequently is unenlightened and continues to present, for example, the history of the American Revolution from a provincial and partisan viewpoint. In spite of popular prejudice to the contrary, it is high time that we should cease to implant a spirit of hatred of England, which is sufficiently fostered in this country by various anti-British organizations. Let us teach that the American patriots in fighting for what they regarded as their inalienable rights were fighting for the rights of mankind in general. Lincoln gave expression to this thought in the speech that he delivered at Independence Hall on Washington's Birth-

¹ April, 1917, 502-503.

day, 1861, when he called attention to the significant point that the Declaration of Independence proclaimed "liberty not alone to the people of this country but hope to all the world throughout all future time. It was that which gave promise that in due time the weights would be lifted from the shoulders of all men, and that all should have an equal chance." Modern Englishmen, indeed, have recognized that in fighting for their liberties Americans were fighting for the liberties of England and the world. Tennyson expresses this thought in these lines from his poem on England and America:

"Strong Mother of a Lion-line
Be proud of these strong sons of thine
Who wrenched their rights from thee."

Sectional history that still flourishes in this country should be superseded as it is a means of perpetuating old animosities and divisions among a people that should be united in mutual sympathy, regard and admiration. Yet more than half a century since the close of the civil war, many of the large publishers of text books on American history find it necessary to have different series of texts for the North and the South. Let us hope that the day will soon come when this will no longer be true, and we shall be one people united by sentiment as well as by political geography and the constitution.

Passing from these general considerations, let us consider the practical phase of the topic, namely, what share shall the school system have in the making and training of citizens. At the outset we should recognize that in many cases the schools must do the entire work, owing to the absence of proper home and other influences and agencies. They must lay the foundations for an intelligent patriotism and an enlightened public opinion. The whole educational system, therefore, should be designed to the great end of making good citizens, but it is the especial province of the teachers of history and civics to train for citizenship. Every thing that promotes good citizenship will contribute to patriotism, as the one comprehends the other.

Mr. Frederick Winsor, a Concord (Mass.) Headmaster, presented a very suggestive paper at the Congress of Constructive Patriotism held in Washington last January, to which I am indebted for some of the points I shall present. Mr. Winsor truly stated that "the most important obligation implied by citizenship in a democracy is service; service of the country in time

of peace by an active participation in the political life of the community, state and nation; service in time of war, either as part of the armed forces or as part of the still larger organization of agriculture and industry which support the armed forces.”¹ The first duty of patriotic education is to teach this lesson that the citizen has duties as well as rights, and that the most important duty is service to others, to the family, the community, the State and the Nation. The efforts should be directed to create a sense of obligation to others and greatest of all to God and Country. The chief aim of our schools and colleges should be directed to prepare the youth for citizenship, so that they shall be ready and eager to fulfill all the duties which citizenship implies. They should be inspired by the principles of unselfish patriotism, so that their attitude should not be that so frequently found in some adults, whose inquiry is “What can my country do for me,” not “What can I do for my country.”

Training in the history and the traditions of the country is particularly important in our public schools, owing to the large number of children of foreign birth or parentage in our cities, as in many instances, in the very nature of the case, that is the only opportunity for them to obtain the same. And there are many striking examples of the manner in which they respond to this influence, and frequently they show a much greater enthusiasm and loyalty than some of the native born, who have inherited all their advantages and who frequently fail to value them because everything has come to them without that sacrifice and labor that it has cost the immigrant and his children.

For a constructive program to this end, I can suggest in its main features nothing better than the curriculum and method that is being followed in some of our public schools, for example in Philadelphia, in history and particularly the new course in community civics. In history the program lays emphasis on biography in the lower grades. There is ample material in American history for teaching patriotism through the examples of men and women who have served their country in both times of war and of peace — by devoting their energy, talents, time, fortune, and even life to the unselfish service of their fellow men. Such pictures and tales of heroism and faithful service will make an ineffaceable impression on the young pupil's mind and will awaken a desire to render similar service when the opportunity offers. Indeed,

¹ Proceedings of the Congress of Constructive Patriotism, Washington, D. C. Jan. 25-27, 1917, 248.

biography is so valuable in stimulating patriotism that I would constantly make provision for it as well in the higher grades of the school.

In the narrative history that comes in the higher grades, the teaching of history should be permeated with the patriotic spirit. Emphasis should be placed on our wonderful heritage, the result of long centuries of stress and struggle. In American history, opportunity is especially afforded to trace the growth of the movement for political independence, national unity and democracy. The teacher can point out that American citizenship at the time the Constitution was adopted did not comprehend what it does today. That although the Declaration of Independence declared that "all men are created equal and have been endowed by their creator with certain inalienable rights, among which are life, liberty and the pursuit of happiness," these principles were far from being carried out in actual practice. It was only gradually, after long struggles and strenuous opposition, that one by one they were fully secured. Thus religious toleration, the extension of the suffrage, free public education itself, the establishment of freedom for all, the achievement of democracy and national unity, one by one were realized, and are now the common heritage of all citizens.

Such a presentation of the subject should be designed to emphasize the value of citizenship, and the importance and duty that these democratic institutions should be preserved and strengthened. Whenever possible, pilgrimages to historic sites should be made. We here in the east are particularly fortunate in this respect. Let us make more of our opportunities to vitalize and make real to our pupils past events by visits to historic places.

The teaching of the history of Europe is also important not only for itself but also to broaden their horizon, afford a basis for comparison and an antidote to a narrow and provincial spirit, to enlarge their sympathies and to give them an interest in mankind that they may realize that above "all nations is humanity," thus implanting the great truth which lies at the foundation of modern society, that of the community of nations.

"For mankind are one in spirit, and one instinct bears along,
Round the earth's electric circle the swift flash of right or
wrong.

Whether conscious or unconscious, yet humanity's vast frame

Through its ocean-sundered fibres feels the gush of joy or shame

In the gain or loss of one race all the rest have equal claim."

The recognition of this interdependence breeds a sense of common interests and of the brotherhood of man and is a corrective to the blatant and jingoistic type of nationalism.

Possibly greater opportunity for training in good citizenship and hence true patriotism is afforded through the proper teaching of civics, or as it is now called, "Community Civics." The new program of civic training which recently has been inaugurated in the public schools of this city, as described in the new syllabus and as presented in Dr. Barnard's article in the *Annals*, appears to me so admirable that I would commend its general acceptance.¹ This program has three notable features; *first*, it begins the study in the lowest grades and continues it throughout the eight years of the elementary school, as well as continuing the study in at least one year of the High School. *Secondly*, one of its unique and most commendable features is its adaptation of the French system of formal instruction in morals, by introducing in the early years instruction in the fundamental civic virtues, such as obedience, helpfulness, courtesy, punctuality and the like, in all of which as is generally recognized the average American child is sadly deficient. This instruction is premised on the idea that "underlying good citizenship is good morality," and that "the practice of the civic virtues is the basis for all acts of good citizens," example being taken from the social group with which the child is familiar, the family, the school, the local community and the various individuals that serve it. Here the *third* feature of the course is met with. "From this point on," as the Syllabus states, "a dominant note of the course is service. A most important element of good citizenship is faithful, willing, efficient service."

Next the governmental side of civic instruction is followed in the higher grades with a study of the various public and private agencies of community welfare, supplemented by trips to see some of these agencies and governmental departments at work. The two objects to be kept in mind throughout this course, the syllabus states, is "first, the development of ideals of good citizenship; and secondly, training in such habits of right social conduct as will make the individual a desirable member of the various communities to which he belongs." In such a course the

¹ *Annals of the American Academy of Political and Social Science*, September, 1916.

opportunity is afforded of inculcating ideals of justice, liberty, and those other moral virtues that make for good citizenship, and to make it evident that patriotism is synonymous with good citizenship. If instruction of this character becomes general, may we not hope in the future for a great quickening in the interest of the citizen in civic affairs of the community, state and nation which will give an impetus to civic righteousness throughout the land? Let us bear in mind, as some one has said, that "patriotism is not an end but a means to the end which is universal righteousness."

The very instinct of self-preservation should lead us as a people to awaken to the importance, aye, the absolute necessity of preparation for good citizenship. Further, our duty to mankind imperiously demands it. Freedom and democracy are on trial before the world. It is our task as well as our privilege to demonstrate the permanent success of a Democratic Republic. If the effort here to maintain popular government fails, it may be that the failure will be final and irretrievable.

Professor Arlo Bates has expressed this thought in his matchless poem "America."¹

"Here has the battle its last vantage ground;
Here all is won, or here must all be lost,
Here freedom's trumpets one last rally sound;
Here to the breeze its blood stained flag is tossed.
America, last hope of man and truth,
Thy name must through all coming ages be
The badge unspeakable of shame and ruth,
Or glorious pledge that man through truth is free.
This is thy destiny! the choice is thine
To lead all nations and outshine them all;
But if thou failest, deeper shame is thine,
And none shall spare to mock thee in thy fall."

In what respect should the war influence the teaching of patriotism? Those of who who have been so fortunate as to hear Dr. McKinley's lecture on the effect of the war on teaching in European countries are familiar with the fact that it has affected not only the teaching of history but nearly all subjects in the curriculum, and doubtless if the war continues for some time, it will have a somewhat similar effect here.² In England an editorial in the "New Statesman" objected to using the war to teach patriotism. It said in part, "To love it (one's country) is as natural as to be happy. To serve it as natural — and as difficult

¹ E. C. Stedman: *An American Anthology*, 533.

² *History Teacher's Magazine*, VIII, 143-147.

—as to be honest or gentle or agreeable and virtuous. But to schoolmaster small boys and girls into this love and service is almost as superfluous as to hector them into loving a perfect mother, or to lecture them into a taste for honey or wild strawberries.”

But an opposite point of view has been gradually growing in favor there. A number of prominent statesmen and men of letters have written articles calling attention to the importance of England's taking proper steps to train the children of the masses in the duties of patriotism and in the lessons of the War. An interesting volume by Stephen Paget entitled “Essays for Boys and Girls: A First Guide towards the Study of the War,”¹ which has recently reached this country shows what is being done in this direction. In the introductory chapter, the pupil's interest is aroused as follows: “In all your study of the War, make this your first and foremost thought, that the War is for you. It is you who will enjoy the new order of things when the war is done. Your countrymen are giving their lives for their country; it is your country, and in it you will pass your life. Our dead have died for you. * * * It is you who will find this world better than they found it. You will live in Peace, because they died in War; you will go safe and free, because they went under discipline, and into danger, up to the moment of their death. You will have a good time, because they suffered. To you, who gain by their loss, and whose life is made comfortable by their lives laid down, comes the question, from countless little wooden crosses over graves in France and Belgium and Gallipoli, and from all the unmarked graves of the sea, *Is it nothing to you?* Why, the War is your War. You will enter into all that it achieves, and inherit all that it earns; and the miseries of it will be the making of your happiness. There are many good reasons why a man should fight for his country; but they come to this one reason, that he is fighting for the future of his country. And you are the future. We older people so soon will be gone; you will stay here, you for whom your countrymen are today in the toils of this war. You are the future, we are the past. We have lived in a world which you never saw; and you will live in a world which we shall never see.”

I am fully persuaded that it is the duty of the teacher of history and civics to seize the wonderful opportunity afforded by

¹ Macmillan Company, London, 1915.

the war to aid in promoting an intelligent and patriotic public opinion in support of the government in these critical times. Let the teachers explain to the pupils why we are at war, and what they can do to help. Call attention to the reasons presented by the President in his notable message—and emphasize “our objects” in the war which have been stated by him so clearly, quoting those remarkable and eloquent passages in which he presents our aims and ideals. Let them quote and explain such declarations as these, “It is to vindicate the principles of peace and justice in the life of the world against selfish and autocratic power,” and against those significant phrases when he declares, “The world must be made safe for democracy;” and “Its peace must be planted upon the tested foundations of political liberty.” Thus we can point out that the issue is one between democracy and autocracy, between the rule of the people and the rule of the autocrat, that it is liberty arrayed against absolutism and reaction; that the United States is championing “the rights and liberties of small nations,” the rights of self-government, and is fighting “to establish the peace and safety of all nations and make the world itself at last free.”

Let the teacher also call attention to the fact that we have no selfish ends to serve, for the President disclaims all desire for the spoils of war when he proclaimed, “We desire no conquests, no dominions, no indemnity for ourselves, no material compensation for the sacrifices we shall freely make.” “To such a task we can dedicate our lives and our fortunes, everything that we are and everything that we have.” We should call attention to the fact that for “the first time in history a nation has gone to war for a purely ideal end.” We should point out that instead of accepting “Peace at any price,” we have substituted “Righteousness at any cost,” as Dr. Manning has happily phrased it.

In deed as it has been so truly said by Dr. Kirchwey, “we have entered upon the war with the loftiest ideals that ever inspired a nation in arms.” God grant that we remain true to them! Let us, as teachers responding to the call of liberty and humanity, devote our talents to the service of a cause so noble and unselfish as the one in which we are now embarked. May the same spirit of loyalty to country and devotion to those high ideals for which our forefathers sacrificed, fought and died, namely, liberty, righteousness and justice, inspire us.

But while we are striving for justice and democracy abroad, let us see to it that we conserve and strengthen both at home. The true Patriot should be on guard against the dangers that threaten our land and its institutions. How are these endangered? Not only from the recognized enemy from without, but also from those insidious foes from within. We cannot close our eyes to some of the evils that threaten the land, such as abuses in public office, the presence of brazen-faced wrong in the marts of trade, the worship of the almighty dollar instead of the Almighty Ruler of the universe, the friction and increasing antagonism between capital and labor, the disregard for law, the danger which threatens family life, the growing lack of democracy in our social life, "our unpardonable fault of wastefulness and extravagance," the problem of Americanizing the hundred of thousands of immigrants that have entered our ports. In the settling of these and other questions, ample opportunity will be presented for the exercise of true patriotism. Fidelity to civic duty will oft-times demand as great courage, self-sacrifice, zeal and loyal devotion as that exhibited by the heroes of past wars or the present conflict. Never was the battlefield of government for the people more deeply in need of loyal soldiers than today, and never were the opportunities for glorious achievement brighter than in the present hour. Let each of us as patriots remain true to the highest ideals and play our part like true men and women, for it is such that constitute the real strength of the State. This thought is expressed in the lines of Sir William Jones, the famous English scholar and poet of more than a century ago.

“What constitute a State?
Not high raised battlements or labored mound,
Thick walled or moated gate;
Nor cities proud with spires and turrets crowned;
Nor bays and broad armed ports,
Where, laughing at the storm, rich navies ride;
Nor starred and spangled courts,
Where low browed baseness wafts perfume to pride.
No; — men, high minded men,
Men who their duties know,
But know their rights and knowing dare maintain;
Prevent the long-aimed blow,
And crush the tyrant, while they rend their chains:
These constitute a State.”

HOW FAR SHOULD THE TEACHING OF HISTORY AND CIVICS BE USED AS A MEANS OF ENCOURAGING PATRIOTISM?

DR. WILLIAM STARR MYERS

PROFESSOR OF HISTORY AND POLITICS, PRINCETON UNIVERSITY

(Abstract of address)

Present world conditions, as well as past history, show that "nationality" is not only in accordance with human nature and its needs but also a step in the direction of world federation and peace. It is probable, however, that world federation never will result in world *unity* of government. Furthermore, nationality is likely to continue as a moving force in civilization and, as Mr. Roosevelt has remarked, the man who says he is an "internationalist" and belongs to no country is like a man who says that he loves his wife, but also all other women just as well. Just as I believe that the whole well-being of society depends upon the integrity of the home, so also do I believe that the future of civilization depends upon patriotism and love of country. History shows that love of home and of country are both in entire accord with the innate needs and desires of a rightly directed human nature.

The kind of patriotism in which I believe is not blind, or unthinking, or unscrupulous. Right patriotism must be founded upon the moral basis of the conscience of the people who would not tolerate their country doing what they personally would not do. If it is wrong for an individual citizen to lie, steal or break his contracts, it likewise is wrong for that citizen's country to lie (even in diplomacy!), to steal territory or to reduce treaties to scraps of paper. We are thus brought back, both in theory and in fact, to the character of the individual citizens, and the nation in the long run will be just as moral, honest and fair-dealing as are its citizens. Therefore, the individuals must be trained in broad-minded, open-eyed, conscientious patriotism, and must be made to realize that citizenship means duties as well as rights and service as well as privilege.

It is here that the duty of the school or college comes in. The object of education, as I see it, is three-fold — to increase individual opportunity for mental and spiritual growth; to increase the opportunity for material well-being; and to make good citizenship. The fields of history and civics offer unrivalled

opportunity for the teaching of good citizenship in the form of this honest, broad-minded patriotism. The study of the history of other nations must be included, especially of the nations of Europe, in order that we not only may understand the origins of our present national life, but also that we may see how these same nations, from which our ancestors came, are now working out in their own way many of the same problems that are facing us today.

The teaching of patriotism is absolutely necessary as a part of the daily work. It should be carried to the extent of the *discretion* and *common-sense* of teachers who are *trained* along the lines of the best scholarship in history, economics and politics.

HOW FAR SHOULD THE TEACHING OF HISTORY AND CIVICS BE USED AS A MEANS OF ENCOURAGING PATRIOTISM?

MISS LOUISE H. HAESELER

HEAD OF THE HISTORY DEPARTMENT, HIGH SCHOOL FOR GIRLS, PHILADELPHIA

This question, "How far should the teaching of history and civics be used as a means of encouraging patriotism?" seems to me to admit of but one answer and that is, just as far as it is possible for the teacher so to use it. I realize that patriotism is a feeling, an emotion, and a narrow one at that, and that a teacher of history now-a-days is expected to be strictly judicial in attitude and purely scientific in treatment. Nevertheless, with the qualification that I do not mean the patriotism expressed by the sentiment "My country, right or wrong," I want to make a plea for teaching history with the supreme aim of arousing and developing patriotism in our boys and girls. No other subject in the curriculum lends itself so readily to that purpose, and it affords a practical because a natural method of assimilating that large foreign element in our population which the past two years have demonstrated may prove a serious menace to our national life and traditions. To attempt to teach patriotism didactically is as futile as to teach morality in that manner, but to present the events of our national history in such fashion that wonder and admiration naturally give birth to pride in belonging to such a country is a fairly sure method of attaining our object.

Are we teaching our national history in this way? Professor Ames evidently thinks that in some schools we are, which

implies, of course, that in some we are not. With this view a writer to one of our daily papers evidently agrees. Quoting De Tocqueville as saying that "America is the only country in which the starting point of a great people has been clearly observed, and that it is by the attention it pays to public education that the original character of American civilization is at once placed in the clearest light" this writer says "It was a duty which our fathers owed to themselves and their descendants to cultivate with extreme and exclusive care the spirit in which the new institutions had been started. And for a long time the duty was performed and American children came forth from American schools indomitably rooted in the faith of American ideals. They had listened to no doubting, demurring, half hearted, weak-kneed, apologizing, qualifying patriotism. They believed that the fathers of this country were right, that the American Revolution needed no vindication, and that this new nation owed no excuses to European monarchies for having rejected their system and set up one of its own. But do the schools teach such doctrine with equal strength to-day? There are among the instructors of our youth persons who think that it shows "cosmopolitan breadth" to apologize for American independence and to sneer at the doctrine of human equality set forth in the great Declaration."

Making all due allowance for exaggeration in this statement there is in it, nevertheless, much of truth, and in my judgment it is largely due to the fact that in recent years we have more and more adopted in our high schools and even in our grammar schools, college and university methods of instruction. We have attempted intensive study of prominent periods or events with boys and girls whose minds and experience of life are too immature to get the all-round and correct impression which has been our aim. Such a method is apt to prove destructive to patriotism in young pupils because it encourages a spirit of carping criticism too apt to exist without encouragement. It seems to me that the remedy for this is to help our pupils to see the general trend of our national life. Nor need we sacrifice historical accuracy in doing this. Take any phase of our history you please — political, industrial, social, intellectual, national expansion — study it as a whole, and the impression produced is that of progress, of growth, of steady improvement. But take some period, for instance the Jacksonian Era and study intensively the phases of

the democratic movement, let us say. Does it not need the matured judgment to be able to see in the extravagant excesses of devotion to that cause merely the crude outward expression of a really sublime inward faith? So I think it is the general trend of our national life that we want our young people to see and feel, for that general trend is upward and onward, giving a just cause for pride and patriotism.

Another mistake I fear we are making is the introduction of something of what we have chosen to call the "European Background" into the grade schools. I know the argument for it is that boys and girls who do not go to the high school leave school with the idea that United States history is the only history, that, in fact, as one teacher put it, "history began in 1492." But, do you know, I am not sure whether it is not, on the whole, an advisable plan to let children get that impression. It will not remain with them, even if they do not go on to high school. We are all too apt in these days to act as if education ceased when a boy or girl leaves school. We know well enough that life teaches much more than school, but we act as if the acquisition of knowledge ended with our school days. With our grade schools crowded with the children of foreigners what better thing could we do, if we really wish to make patriotic American citizens of them, than to give the impression that the history of the United States is par excellence the only history, instead of trying to make them see it is simply an outgrowth of the history of Europe? Said President Wilson the other day to the Council of National Defense with reference to the task our nation has undertaken, "It is a thing one does not dare to talk about, because a certain passion comes into one's thoughts and one's feelings as one thinks of the nature of the task, of the opportunity America now has to show to all the world what it means to have been a democracy for one hundred and forty years and to mean every bit of the creed which we have so long professed." If our president, himself a student of history, does not hesitate to talk about patriotism as a passion, a feeling, surely we teachers need not hesitate to appeal to passion, to feeling in our pupils, especially when they are yet too young thoroughly to comprehend an appeal to judgment and reason. Let us then use the method which nature itself dictates, and may God give us all discretion and power in our teaching to do even more than our duty in this hour of the world's great need and of our country's sublime opportunity!

PROCEEDINGS OF THE BUSINESS MEETING

After a dinner at the Aldine Hotel, Philadelphia, attended by sixty-six members and their guests, and an open meeting in the same Hotel, attended by about one hundred persons, the Annual Business Meeting was called to order at 10:15 P. M. on Friday, May 4, 1917, by the President, Miss Jessie C. Evans, of the William Penn High School for Girls, Philadelphia.

On motion the reading of the Minutes of the Annual Business Meeting of April 29, 1916, was dispensed with.

The President announced the appointment of the following temporary committees:

On the Treasurer's Report: Mr. D. Montfort Melchior, Miss Eloise R. Tremain and Mr. George N. Haasz.

On Nominations: Miss Margaret R. Kollock, Professor Albert E. McKinley and Professor Helen L. Young.

On Resolutions: Miss Sarah A. Dynes, Mr. Warren Renninger and Miss Margaret G. Scott.

REPORTS OF COUNCIL AND OFFICERS

The Council:

Requested authorization to hold the usual November joint meeting with the Association of Colleges and Preparatory Schools of the Middle States and Maryland at a place to be selected by that Association.

Recommended that the Treasurer be authorized to pay to the History Teachers Magazine \$100.00 on condition that the American Historical Association and other patrons of the Magazine continue their support. The report was adopted.

The Secretary:

Reported that he had carried on the work of his office in the usual manner, and urged greater efforts on the part of members to increase the usefulness of the Association by developing interest and obtaining members. The report was adopted.

The Treasurer:

For the year ending May 4, 1917

Receipts

To balance on hand, April, 1916.....	\$286.38
To cash received for dues.....	\$329.10
To cash for Proceedings.....	7.50
To cash for royalties, Bibliography, published by Longmans.....	10.32
Total cash received.....	346.92
Total	\$633.30

Expenditures

Spring Meeting, 1916		
Expenses (in part).....	\$	15.00
Pamphlet on Teaching		
Postage		15.50
Fall Meeting, 1916		
Printing	\$	14.75
Postage and clerk.....	17.00	31.75
Bills of March, 1917		
Printing	2.00	
Postage and clerk.....	18.70	20.70
History Teachers Magazine.....		100.00
Year Book, 1916		
Printing 500 copies.....	\$134.16	
Postage and clerk.....	13.54	147.70
From advertisements	87.75	
Net cost		59.95
Spring Meeting, 1917		
Printing	16.75	
Postage and clerk.....	6.00	
Expenses (in part).....	10.00	32.75
Committees		
Questionaire, Professor Logan.....	20.00	
Membership, Professor Knowlton.....	8.40	28.40
General		
Postage and clerk.....	11.00	
Printing stationery	7.25	
Office supplies	3.80	22.05
Miscellaneous		
Expressage, Professor Dawson.....	14.25	
Bank fees	.36	14.61
Total		\$340.71
Balance		292.59
Net gain during year.....		6.21

The Treasurer stated that the Association had this year, for the first time, assumed the expense of publishing the Year Book, and explained how the interest of publishers of books and maps had made this possible through their advertisements.

Report received and referred to Auditing Committee.

REPORTS OF SPECIAL COMMITTEES

The lateness of the hour made it necessary for the reports to be brief. Dr. Daniel C. Knowlton reported for the committee on Membership and on Making History Teaching More Definite; Dr. A. S. Beatman for the Committee on the Teaching of Geography; Professor R. W. Kelsey for the Committee on the Teaching of History in Universities and Colleges, and Professor L. R. Schuyler for the Committee on Latin-American History.

REPORTS OF TEMPORARY COMMITTEES

On the Treasurer's Report:

The Chairman, Mr. Melchior, stated that the report had been audited and found correct, and recommended that it be accepted. The report was adopted.

On Nominations:

The Chairman, Miss Kollock, reported as follows:

President, Professor Marshall S. Brown, New York University; Vice-President, Miss Lida Lee Tall, Assistant Superintendent of Schools in Baltimore County, Maryland, in charge of the Grammar Grades; Secretary-Treasurer, Professor Livingston Rowe Schuyler, College of the City of New York; Members of the Council, Miss Lucy B. Hunter, National Cathedral School for Girls, Washington, D. C., and Mr. D. Montfort Melchior, Girard College.

The report was adopted, and these officers duly elected.

On Resolutions:

The Chairman, Miss Dynes, reported as follows:

Resolved, That the Association express its appreciation of the timely and stimulating topics presented and discussed by the speakers; also

Resolved, That the thanks of the Association be extended to the members of the local committee on arrangements for their careful planning to make our visit to this historic city both pleasant and profitable; and further

Resolved, That the Association is deeply grateful to Girard College for its generous hospitality.

The report was adopted.

MISCELLANEOUS BUSINESS

Moved and carried that the Council be empowered to take up the matter of committees now existing, and terminate such as seemed to have outlived their usefulness.

On motion the meeting then adjourned at 11:15 P. M.

LIVINGSTON ROWE SCHUYLER, *Secretary*.

SHOULD THE CURRICULUM IN HISTORY FOR VOCATIONAL STUDENTS DIFFER FROM THAT FOR ACADEMIC STUDENTS? IF SO, HOW?

DR. A. S. BEATMAN

HEAD OF THE HISTORY DEPARTMENT, JULIA RICHMAN HIGH SCHOOL,
NEW YORK CITY

I have been asked to discuss the topic of the morning from the point of view of our experience in the Julia Richman High School. As most of you know that experience now covers a period of about three years in which several people have been allowing their minds free play in attempts to make social science a better instrument in the education of girls expecting to follow commercial pursuits. Under the impulse of rather definite beliefs a series of experiments conducted in the most open-minded fashion have gradually preduced the course I shall outline. I say outline because some projects are only nicely under way; initial success in others only shows how much is to be done. No one person has accomplished this but it is an unusually cooperative product in which Principal, Coordinator of the cooperative work, History department and members of the Commercial Department have been constantly active.

A consideration of the advisability of modifying the academic course for the commercial girl is a daily necessity with us because we have the problem of the two groups side by side. The academic girls, most of whom go to some higher school, take Modern History I, Modern History II and American History and Civics as regularly laid down by the regents of New York State.

Our experience also rests upon a still broader base. The History Department is really a Department of Social Science, including the work in economics, civics, and commercial geography. Any curriculum in history for the vocational student must, to my mind, be bove-tailed into the other work in social science. Our course in Social Science starts in the first year of the commercial course with Vocational Studies. It investigates the forms of work in the complex society about them; its conditions, its requirements and its meaning. It strives for definite business habits of industry, perseverance, and punctuality. It emphasizes the ideals of accuracy, of fair dealing, of efficiency; in a word, of service. It builds up the idea of requirements; what their

occupation requires of them, and what they should require of their occupation. By visits and surveys they come into searching, critical contact — a thing far different from casual unseeing contact with the life around them. Visits have been made to a bookbindery, to the Safety Museum, to a white-goods factory, to the Exhibit of Welfare Service for Employees by the National Civic Federation, to the United States Appraiser's Store, to the New York Hospital, to a press Clipping Bureau, and to others. The big purpose is to help the young girl orient herself in her working future.

The Commercial Geography, which follows the Vocational Studies, is centered about New York City. From the dominant industry of the city, men's and women's clothing, we pass to the merchant upon the one hand and, upon the other side, follow the cloth to the textile manufacturer. For the silk manufacturer we do not have to go outside the metropolitan district. For the power of the factory we have to go back to the coal mine; for its raw materials, to the cotton fields of the south, to the sheep pastures of Colorado, and then abroad. But again we have returned to New York as the transportation centre of foreign trade. The packing house of New York leads back to cattle raising; to dairying, back to New York as the centre of a large milk supply and then out again with the cattle to the hay crop and the corn belt. On the corn belt we meet the swine which take us to Kansas City and Chicago but also return us to the New York breakfast table that carries bacon with its coffee. The coffee takes us to Brazil and Colombia but the per cent brought into the country through New York City only emphasizes the centre of our foreign trade. The rolls with the morning coffee take us to the corner bakery or to Ward's bread. Although we have to go to the flour mills of Minneapolis and out over the wheat fields, much of the wheat joins us on the trip back to New York. We see how many people there in Wall Street, in the banks and on the waterfront are interested in it before it leaves us. In a similar matter sugar refining, oil refining, tobacco manufacturing, smelting and all the industrial activities of the metropolitan district take us literally "far afield" but they always bring us back to accentuate the position of New York City as a transportation centre, a commercial centre, a financial centre, and a centre of foreign trade. In all this, guided observation and organization of local experience is used to interpret reading and

the understanding of distant conditions. This is especially valuable where you are trying to teach principles. For example, from the illustration of concentration of industries in New York City, one can then follow the principle wherever it is found. Notice that while the emphasis and cohesion of the work comes from the city of New York the work itself is as broad as the world ramifications of the commercial life of that city. No text book is used but there are many copies of the best books on commercial geography in the library. For New York City itself there is much local material, especially the survey of the Central Mercantile Association. Much usable material comes from the pages of "The Americas," "The National Geographic Magazine" and "The World's Work."

I shall not go into detail in the discussion of our next unit — Industrial History — for most of you have read Miss Osgood's article describing it, in the History Teachers Magazine, a year or so ago. For those who are not familiar with its fundamental idea, I will explain that it is an out and out Industrial History from primitive times with political and commercial history introduced only where it is incidentally necessary. Since Miss Osgood published her article she has expanded the work and we are now bringing it into closer relation with the other units of the course.

The following course, Social Problems, is an experiment of this term but has already more than justified itself. It was an evolution that we came to gradually as the solution of several problems. In the first place Civics given only twice a week was unsatisfactory from every point of view. Economics was almost equally unsatisfactory. The high school texts organized on the basis of covering all the field of economics on the logical relations of the science had been compelled to pack the generalizations so close that the book became pretty much a mass of abstractions. When one began to put meaning into them one had to go to the local experience and to the present economic event. What did not rest upon concrete illustration that they understood remained meaningless. The ground that they could cover comprehendingly was far from being the logically arranged field of the economist. I soon found that very much of the material that best lent itself to economic illustration had a governmental side that was often being used at the same time in the Civics work, and both involved social aspects of importance. Take for instance, the immigration question. It had a governmental side that was being discussed

in the home of almost every girl I taught. Its economic and social aspects were equally close to the vital problems of their lives. These problems have a unity in life and to arrive at their own solutions people look at the different aspects of the same question. So we decided on a course in Social Problems that should include the most compelling problems of our present society that are within the interests and abilities of our girls and that, at the same time, illustrate underlying economic and governmental principles. Having fixed the topics to be covered in the term we would take them up in whatever order the interest in them was uppermost at the time. I had hoped to begin with immigration and Congress kindly began the discussion of the Immigration Bill just in time for our first week's work. I can best illustrate its method by the work we are doing now. I had among my topics of the term the labor problem of women in industry. The present movement to remove the industrial safeguards of women and children have made it the most natural topic to begin now. The girls have just been making a survey of those women's industries in New York City which they know personally. "The Independant" and the "Survey" both have articles discussing the principles involved and describing the experience of England. On the basis of the survey they have made and the articles just mentioned they will go to the discussion of the underlying principles. Then they will make use of the books in the libraries. We have reserved for this purpose in our library about fifteen copies of Towne's Social Problems and many books on economics, civics, and social studies. They already know something about the factory legislation of England from their Industrial History. We will end with the consideration of the governmental agencies that have the decision of the question of legislation. The class work of this subject is almost entirely in the hands of the girls. The social spirit and social ideas have been realized to a decided degree. Soon after we decided upon this type of work the Committee on Social Studies of the Commission on the Reorganization of Secondary Education of the National Education Association issued its report. Our course is in harmony with what is recommended there as Problems of American Democracy.

This completes the social science of the majority of the girls. Two special groups, however, have to be mentioned. The pupils who stay for the four-year commercial course take the History

of American Commerce. A special group who present the most interesting possibilities, however, are the girls who have a four-year course built around Spanish. This plan has been worked out by a committee representing all the departments involved. The Social Science covers three years. It aims to understand the relations and problems of the United States and Latin-America as shaped by present day conditions. The first term concerns itself with New York City as an industrial and commercial centre with the idea of providing a basis of experience for the comprehension of the geography, industry and commerce of the later course. The second term traces the origin and growth of Spain and Portugal to the time of their greatest power and breadth of colonial empire. The third term follows the independence of Latin-America but emphasizes the continued lines of European influence to the present. The fourth term covers the national development since 1824, but always stressing the opportunities of America and the conditions in Latin-America to be met. The last year looks at the problems from our own point of view of the relation of America to Latin-America. It traces the relations historically from the time of the inception of the Monroe Doctrine. It ends with the conditions of America that affect trade expansion.

As I have been unfolding our curriculum I hope it has become clear that there are several elements underlying all of our Social Science which, incompletely developed as they are at present, indicate what we believe should be present in any course for a vocational student.

It starts in every case with the concrete conditions of the daily life and surroundings of the student. Vocational Studies, you remember, made the work of New York City the material of the whole course. The commercial life of New York City furnishes the unifying idea of our Commercial Geography as well as furnishing the material for the introductory study of almost every phase. The approach to the textile industry is through the clothing shop in which their people work, which is easy for any of them to visit, and whose problems are a daily part of their home discussion. Afterward, they are ready for reading about the clothing industry of Rochester and Philadelphia, for the study of the industry in general. The meat-packing industry is studied after a visit to a packing house where all the meat is "koscher" and the guide tells how the packing house for Jewish New York

differs from the packing house of Chicago. In social problems the social conditions and interests of the pupils largely determine the emphasis of the course. For instance, the very large numbers of girls of foreign parentage made me include immigration and citizenship as one of the topics. Their experience gave a very large number of illustrations of the social, economic, and political results of immigration. I might add that they were keenly alive to debating contested questions as to bad results of immigration. On the other hand they showed themselves equally alive to their opportunities of Americanizing the immigrant and overcoming evil results that were clear. It illustrated very well the alertness of mind that responds to the vital problem.

It places before them the important problems of the present for their solution. President Wilson's veto of the immigration bill determined the time when I began the study of the powers of the President. But the form it took was indicated by my setting each girl to solving the question, "What do you want Congress to do with the veto?" The food riots in New York led me to send the Commercial Geography class after the sources of New York City's food supply earlier than I had intended. It also led in the social problem's work to the consideration of the causes of high prices. The war powers of Congress and of the President could be discussed now with a comprehension not possible earlier. But the fact that an event occurs now is not sufficient to make it a matter of consideration. It must be a matter of importance connected with the large topics that have been selected for the term's work. It is surprising how many topics of a selected course will become matters of large interest sometime during the term. In this connection it is important to emphasize the training for the future citizen that is involved in making up one's mind on public questions in the stage where one can have an influence on a policy. I do not believe that side of history has been sufficiently considered. Here I am not referring to the use of knowledge of past events as a guide to action, but rather to the ability to investigate and make up one's mind on a question of the day, using the same materials that one always has to utilize.

This course tries desperately to keep within the range of interests and abilities of the child in its present development. Many ideas that seemed beyond their range are made real by developing those ideas from the concrete experiences of life in vital affairs of the present. But mature interests again and again

assume that childish interests are the same. Certainly we assume in the academic course that the story of progress logically arranged and written under the interests of the mature historians are within the present interest of the pupils. We have not hesitated to discard remote political matters that we found were not in their present interest.

It is a socialized course. It has as one of its most fundamental aims the efficient member of a modern society, conscious of his problems and filled with a desire to solve them for the benefit of the whole. It is socialized in its spirit and method. A large use of the socialized recitation puts a premium on the spirit of co-operation and gives much training in leadership, initiative, and real self-control in group action.

It is an attempt to unify the social science work. It is not simply that the various subjects of commercial geography, economics, civics and history are grouped under one department. It means that each is considered in its relations to the whole and welded into cohesive relations with the others. For instance, I found the commercial geography covering some of the same work as was done elsewhere in Civics. In other places, particularly in the textiles and in iron and steel, there were duplications in Industrial History and Commercial Geography. After elimination of overlapping, there still remained the work of recasting with the idea of each part furnishing the maximum support to the work following. Teachers of the department become broadened and see more possibilities of association in each bit of work they are doing. And lastly, the problems return to the unity which they have in society.

It is an attempt to draw a broad training closer and closer to the actual needs of our students who enter the commercial life of New York City. By a progressive comprehension of the deeper relations in the restless energy whose roar is always in their ears they rise toward intelligent participation in its activities. The more we ourselves know of that business life the more we utilize it as a part of our equipment, use its material as the illustrations for the laws of social and economic well-being which we wish understood. Continued investigation will bring closer and closer adjustment. It is a course that has greatly stimulated the mentality of both faculty and students. I believe that the very attack of the problem leads to a vitality that could never be attained in a purely defensive attitude. I doubt if many here believe that a

teacher who thinks the curriculum in history needs no modification for the academic student would be the most vital teacher even there.

And certainly the curriculum in history for Vocational students has received far less thought than the more established course. Throughout our course it is the method and the spirit which must be considered as much as the content. It is permeated throughout with the enthusiasm of the corps to investigate the need of our material and *create* solutions.

For myself I cannot see the curriculum of the future for the vocational students without a socialized history in unified relation with all social science and guided by some such principles as I have indicated but worked out better than we have yet been able to do.

SHOULD VOCATIONAL INTERESTS DETERMINE THE HISTORY CURRICULUM?

DR. J. MONTGOMERY GAMBRILL

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Should the course of study in history be uniform, or should it vary according to the vocational interest of the students who follow it? That is the form in which the question must be considered, for the "academic" student is merely one who will ultimately follow a profession or some other occupation different from those who are loosely called, "vocational." This inquiry raises the whole problem of the function of history in education, and the purposes which different kinds of history may serve, because it is essential to formulate our purposes before we can decide whether various types of material are required for the attainment of our goals in striving to meet the needs of different classes of pupils.

It will be apparent that, unlike the previous speaker, I am adhering strictly to the question as it appears on the program. This does not imply any criticism of Mr. Beatman, who has certainly performed a real service in describing for us the very interesting curriculum of his School. Much could be said, also, in favor of a prior consideration of the question whether the curriculum in the whole group of social subjects should be modified for so-called "vocational" students. It might appear that decisive arguments could be advanced for omitting history rather than practical civics or industrial geography or economics in cer-

tain types of school, if administrative authorities absolutely demand a choice. My own observations, however, will be devoted strictly to the question of whether the history courses should be different for various types of people.

History has its place in the curriculum as one of the social sciences: the group of subjects dealing with problems of how we live in our relations to each other in organized societies. The importance of this group of subjects is undisputed. Indeed, it is commoner to expect too much from them rather than too little. The countless discussions of the "aims" of history teaching are usually extravagant in their claims, as certain values are often claimed that may be realized as well, or better, from other social subjects (economics, civics, or geography), or from entirely distinct fields, or are, perhaps, unattainable at all from the study of books. For our present purpose it is unnecessary to attempt any extended discussion; I shall try to state in a few words, and in a broad way, some of the special purposes served by the study of history as distinguished from other subjects.

In doing so, I shall ask you to think of history in the ordinary sense as our knowledge of the past, and to remember that it may include not simply the story of political activity and change, but of all the other fields of human interest that can be embraced in the broadest sense under the terms economic and social. As distinguished from all other subjects, it is a study of social *change*, of progress or decadence, as distinguished from the examination of things as they now are — although it is incomplete educationally unless it presents the past as flowing into the present, and the latter as part of a current that moves always into the future.

The particular value of such work as this is that it provides:

- (1) A genetic study of society, and if properly presented, emphasizes the idea of social evolution — the conception of an ever-changing world; it raises questions as to how institutions, customs, conditions, and problems came into existence, and thus permits us to consider more intelligently their adaptation to present situations;
- (2) It extends the possibilities of a comparative study of societies and of social problems;
- (3) It utilizes the social experience of the past in the study of our own times;
- (4) It is the way to obtain a perspective upon our own times, "To reckon progress from the Stone Age, and not from the day before yesterday";
- (5) It is one excellent means of developing the

capacity to view social problems with detachment, with the minimum of emotional bias, although, of course, this result cannot be achieved without extended application to the problems of our own time; (6) It presents the human drama, extending more than is otherwise possible, acquaintance with interesting human beings and varied types of character, thus affording special opportunities for the development of sympathy, ideals, and a spirit of tolerance; (7) It presents opportunities to develop patriotism, either rational and socially desirable, or blatant, emotional, and dangerous, — according to the manner in which it is taught.

It must also be admitted before proceeding further, that there is a vast amount of so called "history study" which fails utterly to produce to any appreciable extent such results as I have summarized. I mention these as the possibilities which the study of history offers if skillfully conducted in a purely scientific spirit and with a genuinely socialized motive.

What kind of historical material, even when properly presented, will yield such results? They can come only from a broad study of human progress — European as well as American; economic, intellectual, religious, and social, as well as political. In a word, there must be a study of the development of human society, with special reference to the western world.

But there is another kind of history that may be studied — a kind of history that consists not in a mere narrowing of the field to the conventional political and military events, but one limited to the story of a particular craft, occupation, or technique. In this way, we have histories of painting, architecture, sculpture, commerce, agriculture, textile processes, cookery, costume, engineering, etc. We could just as well have histories of childhood, of furniture, or of amusements. This kind of historical study certainly has its value, and ought to be pursued in certain types of school and for certain classes. Such courses belong, however, to the technical departments. They consist, essentially, in the story of change in technical processes, though some of them, such as histories of commerce or fine arts, may well broaden their scope into a wider field. But all efforts to make such a specialized thread serve as the carrier of general history must be strained and result in distortion and serious loss of inefficiency in both fields.

Both the history of society and the history of a special technique or activity are valuable, but they serve quite different purposes, and neither can take the place of the other. Attempted

combinations are rather likely to spoil the effect of both. Yet for certain kinds of pupils both types of history are needed, and it ought not to be necessary to choose between them. If, however, such a choice is necessary, I should not hesitate to say that the increased technical knowledge and vocational interest obtained from the history of the special craft can in no way compensate for what is lost by omitting all study of the evolution of human society.

It is of the utmost importance to remember that every boy and girl, and every man and woman, is many things besides a worker in a vocation. Some very wholesome tendencies in our modern education are pushed dangerously far because their advocates overlook this fact and fail to realize the danger of extreme narrowness. Such over-emphasis upon personal interests of pupils is a natural reaction from old-fashioned formal, traditional education, but it is none the less a social danger in these days of menacing class activity. The man who works in a machine shop, for example, is probably also head of a family, member of a trade union, a voter and an adherent of a political party; he is perhaps a property owner in a small way; he assumes some attitude towards the church, and towards a variety of public questions; he has leisure to be employed; he perhaps belongs to a lodge or a club. What could be a greater social folly than to plan the education of this man purely in terms of the fact that he is a mechanic?

Narrowness is one of the greatest dangers in a democracy. Exclusive absorption in any kind of a vocation, professional, business, or mechanical, is socially bad. So is every form of provincialism — the narrowness of outlook and poverty of interest and sympathy which follow a restriction of attention to what seems of immediate and obvious personal concern. *All students*, of *all* social classes need a broad study of social problems. Mechanics and wage earners need it, and business and professional men and women need it. No refinement of knowledge in the operations of a particular craft or occupation, and no intensification of interest in the vocational field, valuable as these may be, can possibly compensate for social ignorance and narrow and provincialistic points of view and a too-exclusive devotion to vocational and class interest.

If these propositions are sound, we cannot escape the conclusion that vocation, though it ought to play a part, must not be

the exclusive factor in determining the history course. Unquestionably, those children who are to become the leaders in future life need a wider and more thorough study of history, as well as of other social sciences, than do those who must, in the main, be followers. We shall come, I believe, to recognize as one of the most important problems of education, the task of selecting and training such leaders, but its ramifications extend far beyond the scope of my present discussion. What I venture to insist upon here, is simply that some reasonable minimum of study of the history of society ought to be required of every student, of every social class, in every American school.

But, it will be insisted, suppose that time is very severely limited, — suppose that the administrative authorities insist upon such restrictions in technical or vocational schools that only a single course in history may be pursued, what shall it be? First of all, it must be made clear to the administrators that the history of cookery or of costume or of iron work is not history in the broad sense, but a *technical* course, the time for which should be charged against technical departments. On the other hand, I should certainly advise against the old-fashioned condensed, cram, course in “general history.” There are signs of a reaction in that direction, though I am inclined to think the tendency could be explained in terms of ignorant misapplication of principles of education which are sound enough in themselves. There is, I am sure, a field for a new kind of book in general history which will have a radically different content and treatment from the old-fashioned “universal history.” At present there is no book of this kind available, and there are few teachers who could attempt such a course. It may be passed over for the present.

Instead of a course in general history, a far more profitable one might be planned in the social history of industry, or the history of industrial society, as we may prefer to call it. It is very important, however, to emphasize the term “social.” Inquiries that are frequently made of me from different parts of the country, indicate that many teachers who are called upon to introduce such courses are uncertain whether they should put the emphasis upon the technical or the social aspect. Some history of technical processes should certainly be included, not only because such material can be made very interesting, but because it is essential to an understanding of the social changes that have occurred. In a study of the Industrial Revolution, for example,

one must picture the contrast between hand work and machine work, present the interesting story of the early machines and the development of the steam engine, trace the ensuing mechanical revolution. Yet these are only means to an end, which is an understanding of the tremendous social consequences that followed the advent of machinery, power, and the age of invention. Such a course ought to be conducted with constant attention to current conditions and problems, a result that can best be achieved through the regular use of magazines. The current problems and the story of the past can thus be made constantly to illuminate each other, and the whole subject be vitalized and socialized in the truest sense. But only such a study of the past as is genuinely scientific in spirit and method can yield valuable fruit in an understanding of the present, because only those inferences which are made from what is true can themselves be true.

Let me emphasize very earnestly the thought that I am no advocate of a formal routine along traditional lines for all students—or, indeed, for any students! I believe that recent tendencies to broaden the field of history study beyond the narrowly political and military to the economic and social are thoroughly sound and will prove permanent. This change, however, should apply not simply to the history studied by “vocational” students, but to the “academic” ones as well. Both, alike, need that broader treatment. What I insist upon is that we cannot afford in the training of citizens in a democratic country to exclude the general study of society and how it came to be what it is, in favor of a curriculum of narrow vocational content. Technical history is distinctly valuable, and ought to find a larger place in the school courses, but it serves an entirely different purpose from that which may be realized from wisely conducted studies in the history of society. It does not follow, however, that the exact content of a course in the history of society need be identical for all groups. A dominant vocational interest can, and should, receive special emphasis, and can, and should be utilized to supply motive and sharpen interest. Special vocational conditions would thus influence the choice of detail and the method of presentation, and beyond a certain minimum might well become the basis of differentiation, but would not impair the general principle that all students should be given the opportunity for some genetic study of society.

SHOULD THE CURRICULUM IN HISTORY FOR VOCATIONAL STUDENTS DIFFER FROM THAT FOR ACADEMIC STUDENTS? IF SO, HOW?

DR. HERBERT J. TILY

MANAGER, STRAWBRIDGE & CLOTHIER, PHILADELPHIA, PRESIDENT OF THE
NATIONAL ASSOCIATION OF CORPORATION SCHOOLS

(Resumé)

History should be studied as a means of developing character. Events of past time show ways to make the world better in time present and time to come. Teachers of history should endeavor to do what sincere teachers of the Bible strive to do — make of primary importance in their class work the lessons to be drawn from the lives of those whose acts have been found worthy of record on history's page.

What man has done — good or ill — man may do again. If the facts of history show that certain actions of mankind have been beneficial to the human race, then those acts should be studied as good acts and worthy of emulation. On the other hand, a study of history will show the value of avoiding certain courses of action which have retarded the right development of nations and individuals.

He also spoke of the work of the National Association of Corporation Schools, which was to hold its Fifth Annual Convention at Buffalo on June 4 to 8. This Association represents corporations whose aggregate capital is in excess of three billions of dollars, and whose workmen number 300,000; this Association does not aim to take the place of the public or private schools, but to supplement their work, and there is needed above everything else from the schools, boys and girls of intelligence, integrity and zeal to furnish material out of which can be made capable business men and women.

SHOULD THE CURRICULUM IN HISTORY FOR VOCATIONAL STUDENTS DIFFER FROM THAT FOR ACADEMIC STUDENTS? IF SO, HOW?

MRS. MARY E. EASTWOOD

TEACHER OF SALESMANSHIP, WILLIAM PENN HIGH SCHOOL, PHILADELPHIA

In September, 1914, I was asked to undertake a new kind of work in the William Penn High School — the training of a group of girls in Salesmanship. I undertook the task with many doubts and fears, fully realizing that I knew very little about the subject which I was to teach and still less about the proper methods of teaching it. Two of the department stores of Philadelphia had expressed their willingness to co-operate with the school, and from the day of organization they have co-operated splendidly.

The plan was, and still is, school attendance every morning and work in the stores every afternoon and on Saturday all day. Later we formed a second group, attending school there full days each week and serving in the stores the other three days.

There had been no time on my part for preparation, as plans to secure a trained teacher of Salesmanship had failed only at the last minute. I had no text books and so, remembering Benjamin Franklin's good advice, I began with the newspapers. I went into the stores in the afternoons for information and for help, which were most generously given. One of the many important things I learned was the relation of advertising to salesmanship and very soon, through advertisements, by a study of merchandise in the stores, and through conversations which the girls heard, there came an awakening of interest in what was happening in the world about us and a realization of the necessity of obtaining some general knowledge.

Each day we devoted some time to discussion of experiences in the stores and this discussion brought up questions which led us into brief reviews of history which had been studied and partly forgotten. Thus was created a desire to know more of the world and its people; of its past and its present history.

It is not possible to study textiles without developing a keen interest in history, social, industrial and commercial. This study necessarily begins with the most primitive life of man. I have not found one pupil among those who have taken or are taking this course who has not been keenly interested in this kind of history. They enjoy tracing the development of man from his

very earliest crude efforts to the wonders of the textile industry as we know it today. The story of Egypt, revealed through a study of linen, has a fascination which is increased by references to the time of the Pharaohs and the early days of the Hebrews when were made garments of fine, pure linen — the “curtains of the tabernacle made of fine twined linen of blue, of purple and of scarlet”; and to that most skillful of the workmen employed by Moses in the building and furnishing of the ark, “an engraver and a cunning workman, and embroiderer in blue, in purple and in scarlet and in fine linen.”

The pupils traced to the Phoenicians the beginning of the linen industry in Ireland and were much amused at the story, told by a writer who lived in Queen Elizabeth's time, of a visit to “John Bull's Other Island where the natives or wild Irish had such plenty of linen cloth that they wore thirty or forty ells in one shirt.” They better understood the connection between the histories of the nations when they learned that the intolerance of a French king was responsible for the later development of the linen industry in Ireland and of lace making in England.

The study of lace creates a lively interest in people — so many famous names are associated with the lace industry. We have had many profitable little talks about such celebrities as Catherine de Medici, Henry III of France and Frederic Vinciolo, Louis XIV and Colbert, through whose efforts lace making was brought from Italy into France and there finally reached a high degree of perfection. The connection between the development of an industry and prosperity; between the decline of an industry and wars and other disasters, and reconstruction through its revival interested the class greatly. This was made very real to them just at the time they were studying laces by an exhibition in the Strawbridge and Clothier store of the laces of Belgium.

The experiences of our young saleswomen proved to them that they must be able to converse intelligently upon subjects other than the merchandise which they are engaged in selling and their interest in the daily papers soon grew beyond the advertising sheets. The establishment of the Federal Reserve Banks, which occurred during our first term, was of great general interest; equal suffrage and child labor problems also came in for a large share of attention.

In the stores there was much talk about the war and its problems, shortage of merchandise and of labor, war prices, etc., and

much speculation as to what the future might bring forth. We tried to gather information chiefly of the effect of the war upon America and to learn to discuss this and other topics without misunderstandings and biased opinions.

In the class room the morning paper is always at hand and some of the current magazines in plain sight and within easy reach. I try to call attention frequently to helpful articles. Clever cartoons I find to be a fruitful source of inspiration.

The course of study for the second year of Salesmanship, fourth year high school work, includes four periods weekly of Economics. No college student ever tackled athletics with more zeal than these girls applied to this subject. They were insatiable in their desire for clippings and for information in any form and this interest on the part of succeeding classes has not diminished. This spirit is largely due to the inspiration given the girls by their teacher of Economics, Miss Mary Stewart, a woman of unusual ability and sympathy.

In so far as the policy of the stores is concerned, I have learned that the managers appreciate intelligent employees. They have shown a spirit of helpfulness and a deep interest in the subjects taught in school. Perhaps those who are present would be interested to know those subjects:

First year: Arithmetic, English, Salesmanship, Textiles, Civics, Current Events and Penmanship.

Second year: English, Economics, Color and Design, Merchandise, Salesmanship, Hygiene, Current Events and Industrial History.

Satisfactory completion of two years of high school work, including the study of history, is required for entrance to this course. A fair knowledge of general history is essential as a basis for the special study of these vocational subjects. More rapid progress is made in industrial history by the pupils best informed in general history. This knowledge enriches life and the more closely it can be related to the life and work of the individual, the more permanent and beneficial are its results.

I cannot close without mentioning the help given to me by the history department of the school; I have had but to ask and it has been most generously given as indeed has the co-operation of all school and store departments been given in "full measure pressed down and running over."

WHAT CAN THE TEACHER OF HISTORY DO NOW?

DANIEL C. KNOWLTON

CENTRAL HIGH SCHOOL, NEWARK, NEW JERSEY

Ladies and gentlemen: I think it is particularly appropriate that what I have to say should be preceded by a presentation by Dr. Finley of what America really is and I assume that we all are in accord with him as to his definition. Now we come to the perhaps more practical consideration of how to make this influence real in the classroom. We may have done our bit in promoting Liberty Bond sales, in taking the military census, in boosting the Red Cross, and in urging food conservation, our school may have sent its quota to swell the ranks of the industrial army and we may have posted their names with those in the military and naval branches of the service as an incentive to their fellow students to do their duty; or again we may have adorned the walls of our recitation rooms with Old Glory and its blackboards with the records of Liberty Bond subscriptions and the like,—in the words of Holy Writ, what more have *we* done than these?—our fellow teachers of the languages, mathematics, manual training and the like. We almost hear ringing out the dim past those words of condemnation: "*These things* ought ye to have done and not to have left the others undone." For have we not a special mission as teachers of history in times like these? Our fellow teachers naturally turn to us, perhaps simply to remark, "Well, history is being made pretty fast these days. How do you manage to take care of it all?" Or, in more serious vein they may seek our opinion as to the significance of the latest developments in a Russia or an Italy. We need as a group some mobilization orders that will enable us so to utilize those resources which we are expected to command in our special field that we too may have the satisfaction when the war is over of duty well performed. It will be interesting and pertinent to briefly review such evidence as we have been able to gather as to changes already undergone in this country especially within the regions served by our Association.

In trying to get in touch with what is being done, I have written letters to different places and have had ready responses from a great many teachers, for example, from such places as Buffalo, New York, Montclair, Baltimore and Washington. I have had talks with others in different states so that I feel I have some information of what is actually taking place.

It is perhaps early to appraise the situation. That is not primarily our task. It is rather to ascertain what is being done, to question its propriety and to ask ourselves what we can all do now. The action of the state and nation has to no small degree influenced the teaching of history in certain parts of our territory. For example, the state of New Jersey has enacted a new physical training law in which they have combined certain elements of social science, as it might properly be called, with actual instruction in gymnastics. All first year high school students are expected to be instructed in community civics for one period a week or its equivalent; the other two periods are devoted to setting up exercises or such other as has been prescribed by the state. The topics covered in this civic instruction are community health, the protection of the individual, the general structure of governmental agencies, how they are financed, and how private agencies for the benefit of the community are conducted and financed. In the fourth year's work, the course outlined bears the significant title: "Problems of Democracy"; but with possibly one exception all these problems are economic in character. The topics selected are for the most part taken directly from the state syllabus in economics. As economics is suggested as a fourth year subject, this involves in the larger schools a duplication of effort. The emphasis in this course seems out of place in a course bearing such a caption. Is it then true that all our problems are those of bread and butter? This is just the tendency against which all earnest teachers have been fighting. Assurance has been given the teachers of the state, however, that other topics will be suggested of a broader nature. In the first year work no provision has been made for the lessons planned by the National Food Administration. In times like these, a more elastic course would be desirable, realizing as we do the potency of the school as a publicity agent, and that too where the population is so largely foreign born. When you realize that we are meeting in these classes at least a third of the school population, you can realize what a potent force that group is for publicity along the various lines of activity that are being carried on in this country to make certain our success in the war. That instruction in citizenship should be combined with physical training is in itself open to question but it is undoubtedly a result of the call for a greater measure of preparedness in the light of the present war. The State of New York has also placed greater emphasis upon

the training of the body and this step too has not been without its influence. It has prompted one of the large High Schools in central New York to plan a mobilization of its girls. A most admirable scheme has been worked out, seeking to attain greater physical efficiency. Simple suggestions have been made covering hours of work and rest, dress, diet, personal habits, recreation, including among other items civic pride which is briefly interpreted as care in streets concerning deportment, care of grass, flying papers and other needs. As special work they are assisting the Red Cross, learning first aid, co-operating in the conservation of resources in the home and practising household economy as it pertains to food, dress, and all small leakages of gas, lights, coal, sugar, fats, meats, etc. Each girl signs the following pledge: "In the service of my country I enlist under the Syracuse Central High School idea of self-discipline and personal preparedness for national need." More than six hundred girls out of eight hundred have already signed this pledge and my informant writes: "The work is scarcely organized but already the results are quite evident in the appearance and conduct of the girls."

What is being done in individual schools may best be grouped under four headings, as it concerns either: (1) the use of material; (2) method of presentation; (3) emphasis; (4) modifications in the course of study. With reference to the first, a wide use is being made of the pamphlets put out by the Committee on Public Information, in co-operation with the National Committee for Historical Service, and of the speeches and messages of the President. In Pennsylvania, considerable use is being made of the Lessons in National Life put out by the Food Administration; in New York State, the literature of the National Security League is being used to some extent. Clippings from the daily papers are a regular part of the class requirements in a great many schools and a wider use than ever is being made of such periodicals as the *Literary Digest*, *Review of Reviews*, and the *Independent*.

Comparisons between present and the past have become more frequent. There is, for example, a tendency to draw parallels between the War of 1812 and the present war in the classes in American history. Map work is being done linking past and present, especially in connection with courses in ancient history. In general, there is a most decided effort to give the ancient history course a modern aspect wherever the ancient history

course has been retained. In one school, a map of the British Expedition up the Tigris-Euphrates is kept before the class and in discussing the campaigns of an Alexander or a Pompey in the Near East attention is drawn to their efforts in Palestine. It is not uncommon to devote five minutes a day of the time of the ancient history classes to discussing current developments whether they have any bearing on the course or not.

In the special matter of a shifting emphasis, most encouraging reports have come to me through these letters. The teachers of history have seemed to realize that their courses must serve some end — must center about some central thought or that they must give evidence of greater unity. The attitude of the history teacher has been, in the words of the song: "I don't know where I'm going but I'm on my way." By this I do not mean in this effort to unify our work that they must uphold some "ism" but that they must be richer in ideas, and in unifying ideas at that. This may be illustrated by the following quotation from a reply to my inquiries:

"We feel that the struggle between the principle of power and the spirit of freedom throughout history should be the central theme of our teaching for this present generation, — to prepare them for leadership in the crusade that they must necessarily take part in."

Teachers are realizing, I think, as never before, the impossibility of ignoring popular rumors and extra-classroom discussion. An echo of this comes from the heart of Pennsylvania and from Western New York.

"In reply to your inquiry I would say that all of our history teachers are endeavoring in an informal way to give the pupil a correct viewpoint concerning the conditions in the countries engaged in the war both at the present time and before the war. By this we mean to destroy mere popular rumors that pupils gain through outside sources that usually gain credence by boys without any investigation concerning the truth of such reports." We realize that we are treading on very thin ice in that connection.

Closely related to this problem of emphasis and question of aims is the content of the course itself. In the high schools of Washington they are planning for more time for a study of the Monroe Doctrine and our relations with Latin-America.

There are many evidences that our high school teachers of history have felt the call to extra mural instruction — getting

into contact with the public itself. Many are striving, as one teacher expressed it, to get the lessons of history in plain language before all the people. This teacher said he had taken every opportunity whenever there was a crowd together — at the movie shows, men's clubs, etc. He is feeling very clearly that special call to duty. This responsibility seems particularly to be borne in on teachers who are serving the children of the foreign born.

The work or plans with which I am naturally most familiar are those which were laid by the high school teachers of Newark and they are perhaps typical of what is being done in all large centers. Soon after the declaration of war, stimulated in no small measure by the activities of the National Board for Historical Service, the teaching force, that is, the teaching force in history in the high schools, came together for a conference to consider what we might do to make our work effective. We planned to work out a series of topics that might be discussed in the morning exercises in the schools, trying not to duplicate topics, trying to agree upon topics which should be presented. The teachers considered the matter of offering themselves through the various agencies, through the various clubs, to speak on such topics, each teacher taking some phase of the war and being ready to give a talk before some organization. We made a very strong effort and I believe that it is an effort that ought to be made. We have taken up the matter of preserving local material bearing on the war and the preservation of amateur photographs of things that are peculiar to the locality, as billboards containing advertising promoting Liberty Bond sales, etc. In any school you will find many amateur photographers to take photographs of these things. We might get a lot of this material. There is much material that is likely to slip away from us unless the schools get on the job.

My mobilization plan is after all a very simple one. It calls in the first place for a certain number of preparatory steps. No candidate for service in the army or navy but must undergo the most rigid examination before he is accepted — and rightly. Before we undertake to fulfill our special mission referred to earlier, would it not be well for us to examine our qualifications for the task in hand? Let us then in the first place re-read many of the standard histories in the light of present developments; second, determine what our arms shall be in each of the courses we offer and make our work as definite and effective from this

standpoint as possible; third, place ourselves under orders as it were by co-operating most heartily with the agencies already at work.

In the classroom where our field service is primarily to be performed, I believe our plain duty is to insist more than ever upon the power of ideals in history, to minimize to some extent what I regard as an undue emphasis upon the economic aspects of our subject. The tide of idealism runs strong in these young folk. Books are beginning to reflect it; it is to be seen in the letters back from the Front. I have given this aspect of the subject considerable thought and comment upon it at length in a forth-coming article in the "*History Teachers Magazine*."

I am also very much convinced that we cannot blind ourselves to those discussions which are going on outside the classroom. We should be well posted as to these points of view, being even conversant with the editorial pages of certain well-known New York dailies, and by free discussion or timely caution train our students to examine both sides and not be too ready to jump at conclusions.

Outside the classroom we can do two things if they commend themselves to us and the war seems to have given added impetus to the forces already in motion to secure these results. (1) Modification of our courses of study which will place greater emphasis upon the European field. (2) Join this Association as one of the most effective steps toward performing your full duty.

WHAT CAN THE TEACHER OF HISTORY DO NOW?

HORACE W. HOAGLAND

WEST PHILADELPHIA HIGH SCHOOL FOR BOYS

Last winter Dr. McKinley asked the question, "What would the history teacher do if the United States should declare war?" and the opinion was that they should continue business as usual. Needless to say, since the war began the history teacher has changed his opinion. Some of these teachers have tried to rearrange their courses and have tried to introduce new courses and are carrying out programs that would make them rather ashamed to face Professor McKinley to-day.

I have to shift the subject somewhat to: What is the history teacher doing now? Every one is working. Along what line is the history teacher working?

In Philadelphia there have been no official directions as to what the history teacher should do. They did take off the prohibition as to discussing the war in the classrooms. I find throughout the grammar schools of the city where they have reserved a certain amount of time for current events that this time is taken up with the discussion of the war. During the second Liberty Loan campaign, the Chamber of Commerce published a series of twenty little articles that could be used in teaching various phases of the Liberty Loan. It is interesting to know that of the twenty, nine are written by history teachers in high schools and two by teachers of economics in Pennsylvania. That same Chamber of Commerce is getting up another series for a thrift campaign and they are being written in part by history teachers.

At Girard College they have not devoted any special course to the study of the war but they are directing emphasis on America's position in the war. They are doing all they can to keep the course up to the moment.

In the William Penn High School, where Miss Jessie Evans is a teacher, they have spent from two to six weeks studying the causes of the war in Europe, and the causes of the entrance of the United States in the war. The work has taken a great deal of time from history proper but Miss Evans feels it has been worth while. They have been intensely interested and have taken a greater interest in history work. One girl said to her, "I am so glad we studied about the war because I was told New York capitalists made the war and now I understand what the real cause was."

West Philadelphia High School for Boys did not have a current event class. An attempt to introduce a definite course on the war was made, and in spite of the fact that the class was held after school hours over sixty joined. Nothing is covered as to what has happened since the war began except to bring about the point why America entered the war. The teacher happens to be as much interested in economics as he is in history and that may account for the particular emphasis upon the economic side. The talks given are not lectures in a formal sense; they are quite informal. I find that the boys are just as interested in reading a large book as a small one. I have known of some boys who have already read six of the books, though two are all they are required to read. A list of magazine articles is recommended to them and

the majority of the boys have been reading them. Before the term is up, every boy will have to write a paper. They are asked to write them on the basis of what they have got in the course and references in both magazines and books. Following are some of the topics suggested: The Iron and Steel Industries in Western Europe; The Governing Class in England, Germany, America, and Mexico; Germany's Colonial Expansion; The Justification of War. They sound serious but not too serious to give a boy the feeling that he is working at something of value. One of the most interesting things that comes out of the course is the fact that, coming after school as it does, it takes the time formerly given to class meetings, etc., and interferes with the boys' activities. Of their own accord, all class meetings, committee meetings, etc., have been thrown to a before-school period and not after school so that the class can be run.

When it comes to America's part in the war, we go over the Monroe Doctrine, the question of the rights of nations, and Wilson's Messages to Congress, which are to be studied in detail. Emphasis on history work is being put on all problems arising from the great war. Through a special course in current events classes, it is quite evident that work is being done of a nature that can interest the student. The classroom is the first field for the teacher of history to cultivate and I believe that if he cultivates it he will get as great a reward from that as he ever got from any field before.

WHAT CAN THE TEACHER OF HISTORY DO NOW?

WILLIAM B. GUTHRIE

COLLEGE OF THE CITY OF NEW YORK

The American people are beginning to realize that this is war. It is the privilege of every one who has influence, history teachers, citizens, every one, to bring the American people to a consciousness of the fact that this is war — grim war, the most unscrupulous war that God ever allowed to curse mankind. In Africa the lions draw up in a circle when their cubs are in danger; all over this country the Americans are drawing around the old roof-tree.

There are two or three ways in which I might be of slight service to you to-day. I would make some suggestions. In the first place it is necessary to disabuse our scholars' minds of the idea that we Americans ever fought England. America never fought England; we fought a German king transferred to Eng-

land by a war. The first army we ever fought was composed of Hessians. To get rid of this prejudice is the first thing we should do. It was my privilege this summer to campaign as far west as Salt Lake City, and the worst thing was the opposition to our heroic allies, the English.

The second thing I might say is this, and every teacher must work at it: develop Americanism and patriotism in view of the serious situation that is bound to develop as the result of this war. France has lost to date 1,300,000 on the field of battle. If it should go to that extent and we should have losses of one or two millions, it would sift out the original population of the United States and leave us a foreign people here. Germany knows that. We must maintain Americanism! It took Germany one hundred years to outgrow the Thirty Years' War. The Kaiser is killing men and women, trying to crush out the nation. Americans must realize this and teach patriotism. When I read the names of the I. W. W. and the anarchists, and then read the list of the boys that are dying in Europe for democracy, those two things stand out in awful contrast.

The financing of this war is a big problem. It is not just a problem of bookkeeping. It is a great problem that every one must face. We must appreciate the fact that running and fighting this war is a question of equipment. We cannot leave it to the people in 1945 to fight this war. Must be done in 1917. The American people must come to the point where they will abandon all unnecessary expenditures. In Germany, 60% of their civilian expenditures has been abandoned and 40% only is reserved, the 60% going over to war purposes. When the American citizens are willing to strike out 60% of their expenditures, then we can win this war. Never in any other way can we do it. It takes the work of four laboring persons to maintain one soldier at the front. By next May we will have 1,000,000 men in Europe. It will take the work of 4,000,000 men to keep them there. We must cut down our supplies 50% if we carry on this war in the summer of 1919. If we do not do this, we will not have supplies to send to our armies. The quicker we get these fighting, the quicker we can win this war. It is costly but it would pay. It would be a cheap ransom for the future.

It is dreadful to tell what this war is. I sometimes wonder whether the history teachers ought to appraise the young people of what it is. We have to know what the German methods are.

I think we ought to know but not to tell much of these things to the children. We should know so that we will know what we are up against. There is no right or wrong to the Germans. We have to face this fact. The Armenian massacres have been done in the name of the Kaiser of Germany when by lifting his finger he could have stopped them. We are fighting the German Imperial government in Europe. The gap between the German people and the government is not as broad as it seems.

We must get into the minds of the young the idea of supreme sacrifice. Captain Simmons told me the other day that a mother of Quebec has seven sons, all of them dead in Europe. A friend of mine walked along the battlefield of the Marne, and saw a woman there who appeared to be much distressed. She said to him, "You see those six little crosses? These are the graves of my six boys; they helped to stop the Germans at the Marne. Oh, you Americans, won't you come and help save France, for if France should be destroyed, all that I have to live for is gone." The fruit of her body had gone down into the sacred soil of France, but she pleaded for America to come and save her beloved land. This we must do. You will remember at the time of the siege of Lucknow how a little Scotch garrison was surrounded and for weeks was near starvation. A surrender seemed absolutely certain. Then a little frail Scotch woman heard the bag-pipes. She shouted to the little garrison within, "Dinna ye hear the slogan? It's Havelock and his Highlanders!" Oh, spirit of unquenchable France; Oh, little frail bereft French mother making thy sacred Stations of the Cross, dinna ye hear the slogan? It's Pershing and his Americans. And the shining of the morning is in their faces and they are saying, "Oh, France, thou are redeemed! Thou art redeemed!" Tell the children the story; teach them that America must be preserved.

WHAT CAN THE TEACHER OF HISTORY DO NOW?

MISS LUCY E. TEXTOR

VASSAR COLLEGE

To my thinking the history teachers have to be perfectly sane. This is the time to weigh very calmly all that has happened. We should remember that the Germans have given us music, literature, and art. Keep in mind the continuity of history. Go to the history class consecrated with the idea of bringing out the truth. Teach history just as you taught it ten years ago, but with a little more consecration, with a higher resolve but not with the least element of passion. It seems to me that this is no time for the making over of history courses. The catalog is pretty well as it is now. We are not sane enough to introduce much new subject matter. It is not the time to cast aside our textbooks and make new ones. We are to help the student realize the connection between the past and present events. Teach patriotism positively, not negatively. Teach your student to love his country as was so well pointed out and, if the student loves America, that student will not have to be told to refrain from eating those things which he should not, and it will not be necessary to arouse him to take up the gun. We hear a great deal about loving your country and the nation. I wonder if the stress ought not to be upon brotherhood rather than upon nationality. In teaching this war, there must never be the least element of hate for any people. Some one coming from the other side said to an American, "The thing that most impresses me in your mighty country is the absence of hate." It was about the finest thing that could have been said about us. Let us preserve the proportions.

CONSTITUTION

Article I. Name and Purpose

This Association shall be known as the "Association of History Teachers of the Middle States and Maryland." Its purpose shall be two-fold: first, to advance the study and teaching of history and government through discussion and publication and, secondly, to promote personal acquaintance among teachers and students of history.

Article II. Membership

Any one interested in the study or teaching of history in the Middle States and Maryland shall be eligible to membership. Application for membership shall be accepted or rejected by a vote of the Council at its meeting next following the receipt of such application.

Article III. Officers

The officers shall be a president, a vice-president, a secretary (who shall also act as treasurer), and a council, consisting of the foregoing officers, two members elected by the Association, the ex-presidents of the Association, and one delegate from each local conference recognized by the Association. These officers, except the delegates and ex-presidents, shall be elected by ballot at each regular Spring meeting of the Association. In the Council shall be vested the general direction of the affairs of the Association.

Article IV. Meetings

The annual meetings of the Association shall be held at the time and place annually designated by the Council.

Article V. Annual Dues

The membership fee shall be \$1.00, payable at the time of the annual meeting.

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This Constitution may be amended at any regular meeting by a two-thirds vote of those present, notice of the proposed amendment having been given at the call for the meeting.

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